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ABSTRACT

Authors of this collection address the difficulties and complexities of apprehending the reality of "others" when the caregivers or those receiving care or both are from historically marginalized groups. Caring across social barriers as demonstrated in caring relationships in schools is explored in: (1) "Caring and the Open Moment in Educational Leadership: A Historical Perspective" (Jackie M. Blount); (2) "Justice or Caring: Pedagogical Implications for Gender Equity" (Jan Streitmatter); (3) "Uncommon Caring: Male Primary Teachers as Constructed and Constrained" (James R. King); (4) "Forbidden To Care: Gay and Lesbian Teachers" (Rita M. Kissen); (5) "Understanding Caring in Context: Negotiating Borders and Barriers" (Jaci Webb-Dempsey, Bruce Wilson, Dickson Corbett, and Rhonda Mordecai-Phillips); (6) "Caring and Continuity: The Demise of Caring in an African-American Community, One Consequence of School Desegregation" (Van Dempsey and George Noblit); (7) "Interpersonal Caring in the 'Good' Segregated Schooling of African-American Children: Evidence from the Case of Caswell County Training School" (Emilie V. Siddle-Walker); (8) "Caring in Community: The Limitations of Compassion in Facilitating Diversity" (Jane A. Van Galen); (9) "Caring in One Urban High School: Thoughts on the Interplay among Race, Class, and Gender" (Lynn G. Beck and Rebecca L. Newman); (10) "Caring as Empowerment: School Collaboration and Community Agency" (Carmen I. Mercado and Members of the Bronx Middle School Collaborative); and (11) "Conclusion" (Deborah Eaker-Rich, Jane A. Van Galen, and Ellen L. Timothy). References follow each chapter. (SLD)

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